**Online Learning Classroom Expectations for RCSS Families**

Dear RCSS students and families,

The Richmond County School System would like to provide a list of expectations for online learning classroom behavior.  To ensure a positive, productive and enjoyable learning experience for all participants, it is important that all students and caregivers adhere to the typical code of conduct and dress code for in-person educational activity while participating in online learning. All students should be courteous and respectful. Students are responsible for the same expectations in online class as in person.

Please read the bullets below regarding conduct in the online learning environment. For a complete list of behavioral expectations, please consult your student handbook.

**Online Learning Classroom Expectations for Students**

Behavioral Expectations for Students

* All school rules, regulations and conduct should be followed while in the online learning environment.  All laws must also be followed.
* Provide positive environment (set norms for the learning environment)
* Students should always be respectful and courteous to authority, including teachers and administrators. They should not disrupt or distract the class and should not interfere with the teacher’s ability to instruct the class in any way.
* Students should also be respectful and courteous to other students. Inappropriate, offensive, discriminatory or threatening comments and/or disruptive behavior by any participants during Canvas/Microsoft Teams online class sessions will not be tolerated.
* Login credentials must not be shared. Sharing of login information violates other students’ and teachers’ rights to confidentiality and could allow class participation by unauthorized persons and/or lead to disruptive behaviors that detract from a productive and positive learning environment.
* Students should not misrepresent or falsify their identity. Nor should they refuse to identify themselves to their teacher. (students should have their video on)
* There should be no other onlookers that are not part of the class. Non-students should not login to a Canvas or Microsoft Teams Meeting without authorization. Students should not share classroom links. Other family members or non-students should not be visible, by webcam, during virtual class.
* While engaged in online classroom activities, students should not allow anything other than their face and their voice (at appropriate times) to be seen or heard in the Canvas or Microsoft Teams Meeting.
* It is typical online meeting courtesy to remain muted unless called upon by the teacher to speak (then the student should unmute).
* It is best for students to have a work station for online learning that is free from distractions and noises. However, muting while in online class gatherings, prevents unexpected distractions (crying baby, barking dog, music or TV) from distracting the entire class.  There also should never be visual distractions visible in the background behind students.
* The best background for a virtual classroom is a solid color wall. We encourage students to use the background features in Microsoft Teams. The goal is to minimize distractions for other students. Things that would not be allowed in school should not be visible on camera such as weapons, offensive signage or artwork, alcoholic beverage bottles or other prohibited substances.
* The virtual environment should resemble the in-person environment as much as possible. Students should not have a virtual “show and tell” with toys, pets and any other item that would not be permitted in class.
* Showing pornography, exhibiting lewd behavior or making lewd comments is not permitted in the virtual classroom environment or in person. Such activity violates the code of conduct and will result in disciplinary action. Such behavior could also result in legal implications.
* Typical classroom dress code should be followed at all times and students should sit in an upright position similar to their posture in a school setting.
* Obscene, vulgar or discriminatory language is not permissible and students may not speak to students or teachers in a demeaning or derogatory manner.

**Online Teaching Strategies**

* Keep students engaged in the learning (stop frequently and check for understanding)
* Allow for breaks during instruction
* Utilize a variety of teaching modes
* Provide examples for students
* Be understanding and patient with student
* Be flexible because technology is not always reliable
* Keep direct instruction and videos to a minimum, and provide activities for students (choice boards)
* Utilize the break-out rooms so students can participate in open discussions
* Help students manage their time (teach them to use their calendar)
* Soft music may be appropriate during work sessions
* Project based instruction is a great strategy (break-up the project so a different assignment is due each day) I have provided a few examples:
* High School Project -- "Give Me Shelter": Juniors at Casco Bay High School, in Portland, Maine, [explore homelessness](https://www.edutopia.org/maine-project-learning-expedition-homeless-video) by working in teams to make audio slide-show portraits in a semester-long project about housing issues and public policy.
* [Give Me Shelter Project: Research Interview Form](https://www.edutopia.org/sites/default/files/pdfs/stw/edutopia-stw-maine-project-learning-casco-bay-give-me-shelter-interivew-rubric.pdf)
* [Multimedia Presentation Rubric](https://www.edutopia.org/sites/default/files/pdfs/stw/edutopia-stw-maine-project-learning-casco-bay-give-me-shelter-multimedia-rubric.pdf)
* [Oral History Writing Rubric](https://www.edutopia.org/sites/default/files/pdfs/stw/edutopia-stw-maine-project-learning-casco-bay-give-me-shelter-oral-history-writing-rubric.pdf)
* [Oral History Writing Assessment](https://www.edutopia.org/sites/default/files/pdfs/stw/edutopia-stw-maine-project-learning-casco-bay-give-me-shelter-oral-history-assessment.pdf)
* Samples of Student Work:
* ["Give Me Shelter" Slide Shows](https://www.edutopia.org/maine-project-learning-student-work-homeless)
* School Assessment and Measuring Success
* 2013 PBS NewsHour report on PBL at King Middle School
* [Report: School Assessment: Casco Bay compared to Maine](https://www.edutopia.org/sites/default/files/pdfs/stw/edutopia-stw-maine-project-learning-school-assessment-casco-bay-vs-maine.pdf)
* [Chart: School Assessment: King Middle School Compared with Maine](https://www.edutopia.org/sites/default/files/pdfs/stw/edutopia-stw-maine-project-learning-school-assessment-king-vs-maine.pdf)
* [Expeditionary Learning Schools Performance Report](https://www.edutopia.org/sites/default/files/pdfs/stw/edutopia-stw-maine-project-learning-expeditionary-learning-schools-performance-report.pdf)
* Impact of Expeditionary Learning on Student Achievement. This is a list of independent studies of expeditionary learning.
* [My Voice Student Report](http://quagliainstitute.org/qisva/)  This is a nationwide survey of students based on eight conditions that support student engagement -- belonging, heroes, sense of accomplishment, fun and excitement, curiosity and creativity, spirit of adventure, leadership and responsibility, and confidence to take action.
* [My Voice Casco Bay High School Results (2008)](https://www.edutopia.org/sites/default/files/pdfs/stw/edutopia-stw-maine-project-learning-casco-bay-my-voice-survey.pdf).